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ABSTRACT

This paper proposes a conceptual model for celebrating student diversity through altering the roles, rules, and relationships among teachers, pupils, and the community and teaching two components of responsibility: accountability and flexibility. The paper first reviews three historical responses to diversity (marginalization, reform, and tolerance) and suggests that valuing diversity is a better approach. The importance of incorporating the teaching of responsibility into the curriculum, and the teacher's role in doing so, are stressed. Instructional methodologies that encourage responsible and "response-able" behavior are encouraged, as are teaming and creative problem solving among educators. Two examples of education for responsibility are described, an ancient civilization's approach and a contemporary multicultural community's approach. Traditional Native American education is seen as fostering self-worth as well as responsible and "response-able" behavior. Efforts in Merced, California, which has high numbers of Hispanic and Asian American students, toward full integration of all its diverse students are recounted, especially those deliberately designed to foster student responsibility. An example of a collaborative special/regular teaching team illustrates how such practices as offering options in assignments results in greater integration and student responsibility. (Contains 20 references.) (DB)

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Celebrating Diversity in Our Schools: Education for Responsibility

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Running Head: Celebrating Diversity

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Abstract

A conceptual model for celebrating student diversity through teaching responsibility and response-ability is framed by considering how to alter the roles, rules, and relationships amongst teachers, pupils, and the community. We define responsibility to be comprised of two aspects: accountability and flexibility. We describe two examples of education for responsibility, an ancient civilization's approach and a contemporary multicultural community's approach. These examples illustrate the possible changes in roles, rules, and responsibilities of all who are involved in achieving more equality in education. We propose a model for teaching responsibility for equality, and discuss the implications for teachers and school systems.

In this century educators have witnessed and experienced multiple responses to diversity--from marginalization to reform to tolerance to valuing. Much progress has been made over the last three decades in our society's response to students who learn or behave differently than expected.

Van der Klift and Kunch (1994) point out that there are at least four responses to human difference or diversity. The first, marginalization, is expressed by avoiding, segregating, and, in some cases, putting an end to people who are different. In the authors' professional experience, their careers all began at a time when the children with disabilities they were concerned about were in segregated classrooms, schools, and even institutions that were more like prisons than classrooms. Society examined such practices in "special" education and changed or eliminated them. Yet other hurdles rose to replace marginalization. The remedial, therapeutic, and life-skill programs that were developed expressly to help minimize children's disabilities and create greater "normalcy" led to a reform response among educators. Specifically, we went from saying, "You cannot be with us." to "You can be with us, but first you must be like us." In other words, students with learning and other educational differences needed to be rehabilitated and assimilated before they would be welcomed back into society. The intent was to improve quality of life through increased "functioning" and skill development. The promise was future belonging; the real message was "You are not valuable as you are." The reform response to diversity remains in some communities, but is being challenged by educators forwarding inclusive education (Thousand, Villa, Nevin, 1994).

There is a third response to student diversity which at first glance is more appealing than the first two. The third response is that of tolerance. Today, many view intolerance of student and human

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diversity as morally reprehensible and strive for truly tolerant schools and societies. The intent to create more acceptance of diversity is a worthy goal, but one that never will lead to true social justice. The authors in their travels forwarding inclusive education have learned this through experience. In some schools, when educating disabled children in local general education classes is proposed, we hear statements of resignation (e.g., "We will, if we have to.") We hear statements of benevolence or false belonging (e.g., "Well, I guess it would be the nice thing to do to help those poor, unfortunate children.") These statements represent tolerance; and simply being tolerated is not the same as being valued. Few of us have as our life's goal being tolerated.

If we are to make significant movement from marginalization, reform, and tolerance to valuing of diversity in on our respective university and public school systems, it is critical to create a common conceptual framework for thinking about and addressing issues. There are kernels of understanding that we can all strive to construct and comprehend, responsibility in education being one. This article sets forth a proposed expanded conceptualization of responsibility and the role of teachers and school systems in guiding the development of responsible children and youth.

What is Responsibility and How Do We Guide Its Development?

Be responsible for our actions, and take responsible action.

-- Haki Madhibutu

We hypothesize *responsibility* to be comprised of two aspects--first, an ability to respond, or response-ability (i.e., flexibility) and second, a sense of personal ownership, or internal self-discipline (i.e., accountability). We believe it is the professional educator's responsibility to increase children's response-ability (flexibility) in order that they might become responsible (accountable).

Similarly, it is a school administrator's responsibility to increase teachers' response-ability so that they can empower children to become responsible. And pertinent to teacher educators, is the responsibility to increase teacher education candidates' competencies to become both accountable (responsible) and flexible (response-able) in meeting the educational needs of all their learners. We propose that a major outcome of such an increase in responsibility/response-ability at all of these levels would be the achievement of equal opportunity for learners of all abilities and classes as well as a more equitable distribution of educational resources.

The Teacher's Role in Promoting a Curriculum of Responsibility

Villa, Udis, & Thousand (1994) point out that educators have long recognized that students need *continuous* and *complex* instruction throughout elementary, middle, and high school years to master mathematics, sciences, languages, and so on. When a child does not learn a concept or a skill, teachers typically respond with a "teaching response" and reteach the material with additional or different supports or accommodations. However, educators have not similarly developed a "content area" for "responsibility." The explicit teaching of patterns of behavior and habits representative of "responsible" behavior often never occurs; instruction is relegated to reactive or quick fix methods such as seeing a guidance counselor, attending a social skills group, or writing a "behavioral contract." The teaching of responsibility is as demanding as teaching any other curriculum area; it requires careful thought, structured sequencing, and ongoing instruction and reteaching from the day a child enters the school.

Develop Discipline Systems That Are Responsibility-based and That Build Response-ability In order for students to learn responsible values, they must perceive that school personnel genuinely care about and for them. Teachers, above all, must demonstrate caring and equal treatment

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by validating students' efforts and achievements and by creating (inventing) learning environments that enable students to succeed (more often than fail). Teachers must also directly teach responsibility by a) adopting schoolwide discipline plans that promote the learning of responsibility, b) directly instructing students in pro-social communication skills, anger management, and impulse control techniques, and, c) setting limits to ensure safety.

Models of discipline that are responsibility-based (such as Curwin & Mendler, 1988; Glasser, 1988) acknowledge conflict as a natural part of life. They transform the educator's role from "police" to "facilitator" because student behavior is viewed as contextual. Responses to rule-violating behavior depend on multiple factors (e.g., the time of day, the frequencies and intensity of the behavior, the number of other people exhibiting the behavior) and may range from reminders, warnings, redirections, cues and self-monitoring techniques to behavioral contracts and direct teaching of alternative responses. There are few "if-then" consequences (e.g., 3 tardies equals a detention; 10 absences results in a grade of "F", etc.). Most important is to recognize that the development of student responsibility a) should be integrated within all the curriculum areas and considered as important as any other content area, b) should be concerned with teaching young people how to get their needs met in societal acceptable ways, and c) should be modeled and coached through on-going attention from all school personnel.

Instructional Methodologies That Encourage Response-able and Responsible Behavior Among Peers Teachers need to focus on theories and practices that allow students to practice being responsible for their own learning. Table 2 provides brief descriptions of prevalent theoretical constructs, organizational structures, and curricular approaches that are compatible with both the tenents of providing equal

opportunities for students with disabilities and which result in increased flexibility (response-ability) as well as accountability (responsibility). Table 3 explains instructional strategies and assessment approaches that are supportive of equality in education.

Insert Tables 2 and 3 about here

For example, project work and individually negotiated learning contracts that encourage students to select the topic they will study, the resources they will access, and method in which they will demonstrate mastery will yield students who are more excited about the topic they are studying. Learning under such conditions also yields students who have a deeper understanding of the topic they are studying (Forman & Kuschner, 1977). Cooperative group learning (e.g., Johnson & Johnson, 1994) provides a set of teaching/learning conditions which allows children to build healthy and productive interpersonal relationships with their peers so as to yield higher achievement and retention of what they are learning. McNeil (1994) describes partner learning or peer tutoring systems which, when consciously implemented and monitored by teachers, encourage children to be responsible for what they know by teaching another learner. Data collected by the researchers showed that tutors as well as those tutored experience benefits such as increased self-esteem, increased communication skills, as well as increased achievement.

Partner learning is an eminent example of individualized instruction in which students work together to achieve educational objectives.

--McNeil (1994, p. 244)

We encourage teachers and administrators to cultivate a renewed interest in learning theories. What we are asking of teachers is that they empower their students to construct personal understandings of the

world through interactions and dialogue with one another (and the teacher). This fundamentally constructivist view of teaching and learning has its origins in the work of Piaget (1928), Vygotsky (1962), and Dewey (1933) which has as its aim and outcome students who are response-able and responsible in their own learning.

Teaming and Creative Problem Solving Amongst Educators In an effective curriculum of responsibility, it is imperative that children see their educators model responsibly working together. Most educators, specialists, and professors have a history of working alone and will thus need time and coaching to learn new ways to work effectively together.

The task of educating an increasingly diverse student population can be overwhelming. No one teacher is capable of successfully meeting this challenge alone. We propose that collaboration among students (through cooperative learning structures) and adults (through cooperative education teams) is a key to meeting the challenge of educating a heterogeneous student population.

--Villa & Thousand (1994, p. 100)

Forming and nurturing "teaching teams" has been found to be effective in creating environments that allow children to observe models of teamwork and collaborative decision making in action. Such teaching teams consist of "two or more people who share the planning, instruction, and evaluation responsibilities for the same students on a regular basis during an extended period of time" (Villa & Thousand, 1994, p. 82).

Teaching teams may take many forms such as working in a multicultural school district described below. A special educator and a classroom teacher may join to plan for, instruct, and evaluate the program for a learner with special needs. High school teachers with knowledge in specific content areas (i.e., science, social studies,

language arts, and mathematics) may form a teaching team with support personnel (such as a special educator, or a bilingual educator, or a speech pathologist, or psychologist) to plan, instruct, and evaluate the instruction of 100-125 students over an academic year or two or three. If we are to accomplish such interdisciplinary team teaching arrangements in the classroom for children, clearly teacher educators must teach different concepts and different methods in university classrooms.

Examples of Education for Responsibility

To see what is right, and not do it, is want of courage, or of principle.

--Confucius

In this section we describe two examples of education for responsibility, an ancient civilization's approach and a contemporary multicultural community's approach. These examples illustrate the possible changes in roles, rules, and responsibilities of all who are involved in achieving more equality in education.

An Ancient Civilization's Approach

When asked to articulate the goals of public education, educators (professors and public school teachers) as well as parents and employers are in agreement that our youth be prepared to meet the projected demands of 21st century life (see Figure 1: Frequently Identified Goals of Public Education). This encompasses several educational goals or objectives such as gaining and making sense of new information as lifelong learners, enjoying a life that is balanced between work and recreation, being able to meaningfully interact with people who are different (especially those with different abilities and opinions, different ethnicity and cultural backgrounds, and so on), and being "responsible."

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Increasingly, North American educators have recognized the congruence between the most frequently identified goals of education and traditional Native American education philosophy and looked to this ancient culture for guidance in the development of a theoretical basis and instructional practices to foster children's development of responsible and response-able behaviors (Brendtro, Brokenleg, & Van Bockern, 1990). Native American approaches to education emerged from a culture in which the primary purpose of existence was to empower children and foster self-worth. Self-worth is comprised of four components: significance, derived from the acceptance of the affection of others; competence, developed through experiences of mastery or response-ability and thus the sense of efficacy derived from success; power, experienced through demonstrations of self-control and responsibility which gain others' respect; and virtue or worthiness as judged by the culture's values. Traditional Native American education addressed all four bases of self-worth through practices designed to help children acquire/demonstrate the following goals:

1. Belonging--nurturing significance in a culture that acknowledges universal need for belonging;
2. Mastery--ensuring competence through guaranteed opportunities to demonstrate mastery or response-ability;
3. Independence--fostering a sense of personal power through encouragement to demonstrate independence and responsible behavior;
4. Generosity--experiencing worthiness by demonstrating the most valued virtue of giving to the community and supporting others.

Insert Figure 1 about here

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School communities across North American are being inspired to revamp educational experiences for all students and adults in accordance with Native American educational philosophy so that equality and responsibility/response-ability are learned and practiced actions of educators and students alike (Villa & Thousand, 1995). The application of this philosophy with children and youth experiencing emotional and behavior problems has yielded particularly remarkable positive results.

A Contemporary Multi-Cultural Community's Approach

How might a multicultural community create a mission statement and student profile for their high school which incorporates many of the basic values of equality and responsibility? The city of Merced, population 56,216, is located in California's agricultural San Joaquin Valley. The Valley faces a monumental challenge: to move from a rural, agrarian society into the fast-paced society of technology and information, while protecting its rich agricultural base. In the old agricultural economy, it was within the means of the local economy to provide what was needed. The pace of life was slower, the population more homogeneous with little change, and isolation was welcome. Over the course of the past decade, the agrarian way of life has disappeared. Chronic double digit unemployment reached as high as 26% within the past ten months. Over 40% of the population is on public assistance and as many as 6,000 jobs will leave when Castle Air Force Base closes.

Merced now has one of the largest concentrations of Southeast Asian refugees in the United States. Resident status brought hundreds of immigrant Hispanic workers and their families to join the community. The academic and other problems of low income and disadvantaged students have presented serious challenge to the educational system at a time when many classroom teachers are confronted with larger class

sizes, cutbacks in materials and resource personnel, and increasing demands to produce better results. In the attempt to address these issues, to welcome and more fully include students from a wide variety of cultural and academic backgrounds, teachers and students with the Merced Union High School District have embarked on new endeavors punctuated with opportunities for shared responsibility and increased response-ability.

The Golden Valley High School Experience

There are more than 2000 students who attend Golden Valley High School, the first new high school built in over thirty years in this small formerly agrarian community in central California. Students at Golden Valley come from ethnically diverse backgrounds: 33% Hispanic, 39% Anglo, 20% Asian, 7% African American, and 1% Native Indian/Pacific Islanders. In addition, many are from economically challenged families: 35% below the poverty level and on public assistance. The rate of poverty reaches as high as 60% for the Asian population, 26% for every group other than Anglo. The dropout rate remains high especially for ethnically diverse and economically challenged students.

Moreover, the citizens of Merced were alarmed that low income and disadvantaged students were not even entering the senior high school system. They were filtered out of the high level thinking classes which would enable them to pursue 21st century careers. They faced a future for which they would be ill-prepared both academically and vocationally. Indeed they faced a future of continued unemployment, underemployment, and welfare.

The school board, school administration, and community representatives collaborated to create the following mission statement for the new high school:

Through a collaborative effort of students, staff, and the community, the mission of Golden Valley High School is to provide

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academic and real life learning experiences so that its graduates will be creative and innovative; self aware and self directed; adaptable problem solvers; respectful, friendly and cooperative; technologically adept; successful in career and life skills; effective communicators; and active contributing members of society.

The Community Committee generated a "student profile" of the skills and attributes graduates will possess and demonstrate. These include: *ability to communicate effectively in English; ability to read, comprehend, critically analyze, and write in an organized fashion; competency in the use of research methods and resources, both traditional and technological; ability to communicate in a second language; knowledge of physical education, exercise, and lifetime activity/leisure skills; family life and parenting skills; knowledge of career interest, aptitude, and employment opportunities and employment skills (interviewing, resumes, applications); appreciation for culture and cultural diversity; ability to interact well and develop skills in conflict resolution; ability to solve problems, think creatively, and make decisions; confidence, respect for self and others, community service and extracurricular involvement, punctuality, and responsibility.*

To help school personnel achieve these ambitious outcomes, the school administration collaborated with university and business representatives to create a partnership effort. Federal and local funding were obtained so that Golden Valley is not only a "high school" but a fully integrated, seamless system of secondary and postsecondary education for all of its diverse students. This required a collaboration with an existing community coalition of public service agencies, educational institutions, and private enterprises so as to address the economic, social and cultural challenges which face the Merced community. Six important components have been instituted as a

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result of the "System 9/14" grant (Merced Union High School District, 1995): Career/academic Plans for each student; Bridges for student success; Full inclusion of students with academic and ethnic diversities, Extended classrooms; Community classroom and a Management Plan. To assure the success of every student, schoolwide instructional practices were studied and the following were recommended to increase the success of students at-risk for school failure. Staff development days for the next several years will be devoted to implementation of strategies such a Thematic Instruction, Team Teaching, Interdisciplinary Approaches, Multiple Teaching Styles, and Cooperative Learning.

As the teaching staff acquired these new approaches to teaching and learning, the students themselves were engaged in a variety of new activities. This involved extensive collaboration among teachers, students, and the community itself so as to empower at-risk students from a wide variety of cultures to be more fully included. The strategies show how the teachers and administrators became more flexible (response-able) so as to actualize their accountability (responsibility) for this group of students. The strategies used to respond to unique student challenges included:

*Visits to nearby university campuses to expand students' career expectations to include higher education as a possibility (INDEPENDENCE);

*Team teaching among general, special, and guidance personnel to reform classroom teaching and assessment strategies (e.g., cooperative group learning, notetaking with pictographs, homework menu) so as to improve student MASTERY;

*Structuring opportunities for civic responsibility and GENEROSITY (e.g., beautification of the community civic center grounds by student teams);

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*Creating opportunities for students to experience MASTERY in unique situations (e.g., mountain climbing which involved cooperative team efforts);

*Extending school experiences to include summer leadership training to foster a sense of BELONGING for students from minority cultures (i.e., southeast Asian, Hispanic, Afro-American) who were at-risk for school failure.

Results. All of these and other initiatives were deliberately designed to foster student responsibility (i.e., personal accountability) and response-ability (i.e., flexibility) as well as to help students accomplish the goals of education shown in Figure 1: Belonging, Mastery, Independence, and Generosity. Preliminary analysis of the first year of implementation indicates that there are fewer dropouts of the at-risk population and a higher attendance rate in addition to the creation of a core of students assuming positive leadership roles within their respective cultures. Students have formed a Leadership Club at the high school and have started to recruit new student members for this academic year (illustrating the power of positive peer pressure for appropriate participation). Some unexpected outcomes include the impact on the faculty. And a school psychologist was particularly impressed that students with mental challenge he had thought would never be able to adjust to the demands of a high school environment were successfully integrated both academically and socially.

Transformations in Multicultural Classroom

In the following classroom example, special education and classroom teachers share the responsibility by team teaching so as to increase their **response-ability (flexibility) to ensure more equal opportunities for learners**. In turn, their adaptations (e.g., offering a menu or choices for assignments and new systems of notetaking rather than just

one required method) increased their students' **responsibility (accountability)**. Recognizing that significant gaps existed in grade-point averages between low income and disadvantaged students and the mainstream population, three high school teachers (one special education teacher and two history teachers) formed a cooperative teaching team to restructure the curriculum delivery system for the World History course. These teachers understood that many of their students struggled with learning difficulties which stemmed from a variety of causes (e.g., low socioeconomic status, limited English proficiency, diverse ethnic backgrounds). In addition to low achievement, low self-esteem was a predictable outcome which the teachers wished to ameliorate.

The Collaborative Teaching Team decided to state explicit goals for their work together. They wanted to accomplish the following eight goals:

1. To pass 100% of students who meet the minimum criteria, using a revised process of teaching to meet various learning modalities.
2. To develop thematic units that connect past history and current events.
3. To develop a positive and structured grading system involving portfolios, more flexible in assignments, immediate feedback, and incentive points for attendance, participation, and outstanding behaviors.
4. To promote attendance with follow-up phone calls to students' homes, buddy systems, and incentive points.
5. To increase the number of students with special needs who will complete World History successfully, using modified and alternative standards where appropriate.
6. To incorporate new teaching strategies and curriculum based on the theory of multiple intelligences.

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7. To design options in assignments, using more learning modalities to assimilate and transmit knowledge.
8. To pre- and post-test students' reading and vocabulary comprehension for evaluation and for assigning students to cooperative learning activities and team assignments.

Thus, rather than change the content of the history course, the teachers opted to adjust the delivery system to include more opportunities for students to be actively engaged in the learning process (increasing their flexibility, "response-ability") with their teachers, and equally or perhaps more important, their peers. Table 3 shows the variety of elements for encouraging responsibility, educational sociability, and higher achievement which the teachers incorporated into the history course.

Insert Table 4 about here

Teachers found that homework options or menus (an example is shown in Table 5 and the weekly portfolio (an example is shown in Table 6) were supportive of students with differing learning styles and preferences. Both the homework menu and the portfolio were also helpful in monitoring and assessing student progress a well as empowering students themselves to keep track of their progress.

Results for students. The results of their creative problem solving were dramatic. Prior to implementing the Collaborative Teaching Model and the Elements listed in Table 1, the grades reported for students in these World History classes tell the tale of failure and low morale. Prior to their cooperative effort, the teachers reported that 49% of the students received a letter grade of D or F, and no students with special education needs were enrolled in the course because it was too difficult for them to succeed. In contrast, of the 270 students who

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received instruction under the Collaborative Teaching Model, **only 9% failed, only 11%-14% received D's, and 19 out of 20 students eligible for special education received passing grades**!

Teachers' strategies of changing the instruction to create the feeling of "belonging" and "being responsible" appears to have made a meaningful difference. Additionally, as students helped and supported other students, attendance increased along with the increased achievement (as reflected in improved grades) and self-esteem. Not only did the students succeed, they were more active learners, demonstrated higher levels of learning, and successfully met the challenge to design creative ways of demonstrating what they had learned. The students experienced greater success in their academics, and the teachers were able to transform their instructional procedures so that previously unsuccessful students were now able to show their skills. With such success would come more confidence and ultimately an increased likelihood of these students completing their high school education. One veteran teacher with 25 years experience expressed surprise and appreciation for "the best year of teaching" he's ever had.

Use what talents you possess: the woods would be very silent if no birds sang there except those that sang best.

-- Henry Van Dyke

If it hadn't been for the faculty efforts in making it possible for students to show what they were really capable of achieving, many would have gone unheralded, their talents untapped, into the dropout statistics. The teachers agree, with Henry Van Dyke's aphorism that their students had been able to use the talents they possess.

Revised Curriculum Design. Because of the success of this Collaborative Teaching Model, additional sections of World History classes were redesigned to be taught similarly. In addition, U. S.

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History Classes also revised their curriculum to include thematic instruction, portfolio assessment, increased student responsibility, higher expectations, homework options, diverse learning activities, and increased teacher and peer support. The faculty have noticed that not only do students with special needs benefit from the collaborative teaching arrangement but so also do high risk students, underachievers, second language learners, and normally developing students. Indeed, they noticed that more students enrolled in advanced placements honors classes than in previous years, indicating that students have acquired more confidence in their abilities.

Lifelong learning for teachers. To enable Merced school faculty to update their curriculum and instructional approaches, the district allocate a small financial stipend for teachers to work together over the summer. The district administration arranged for teacher released time during the school day to revise and update their curriculum. In addition, psychologists and special educators were assigned roles that allowed them to be more available to classroom teachers. The special education coordinator often visited schools and classrooms to model specialized techniques, to provide encouragement and support for new teaching techniques, and to ensure that materials and requested journal articles were helping teachers achieve desired results. In these and many other ways, the administration showed their commitment to a "life long learning" view of becoming more responsible (accountable) for the response-ability (flexibility) of the faculty.

The teachers have celebrated the success of their Collaborative Teaching Model by sharing the results at a school board meeting. They noted, in particular, how their own professional growth had been stimulated by their work to promote flexibility (response-ability) and responsibility (accountability) in their students and their own schooling endeavors.

Discussion

If we are to achieve a richer culture...we must weave one in which each diverse human gift will find a fitting place.

--Margaret Mead

People in public schools and communities can successfully rearrange their roles and responsibilities to create a learning environment and delivery system that achieve more equitable outcomes. To do this, educators at all levels must demonstrate caring and concern by validating students' efforts and achievements and by creating (inventing) learning environments that enable students to be response-able (flexible) and responsible (accountable) throughout their school careers.

In summary, to move beyond mere tolerance in education, we must view diversity as normal. This means embracing the Circle of Courage and designing educational experiences that assure experiences of genuine belonging, mastery, independence, and generosity -- ensuring, teaching for student responsibility (accountability) and response-ability (flexibility) through the application of philosophies shown in Table 1 and exemplary education practices such as those described in Table 2. The examination of the meaning of equality in education has begun to push society beyond blatant forms of marginalization and reform. Genuine valuing of diversity will require continued confrontation with the more subtle forms of inequality of tolerance and self examination of our own beliefs and practices as educators. In short, diversity and differences are part of the natural order of things--*they "belong" to all of us.*

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Vygotsky, L. (1962). Thought and language. Cambridge, MA: MIT Press.

Table 1: Responses to Diversity

	Responses to Diversity
Marginalization	Avoidance
	Segregation
	Aggression
Reform	Rehabilitation
	Assimilation
Tolerance	Resignation
	Benevolence (False belonging)
Valuing (Diversity is normal)	All have worth
	Belonging
	Mutual benefit

Table 2: Theories, Organizational Structures and Curricular Approaches Supportive of Equality in Education

Theoretical Constructs	
Multiple Intelligences Theory	*Challenges traditional definitions of intelligence as linguistic/logical (see Gardner, 1983). *Calls into question the practice of labeling--what is a "disability"? *Promotes valuing of skills other than language and logic. *Frees educators to see "unconventional" behaviors by teaching students to productively express their intelligences in other modes.
Constructivist Learning Theory	*Knowledge is interpreted and developed in social context. *Challenges current "deficit-driven" approaches to learning. *Assumes people are always learning (see Poplin & Stone, 1992). *Requires learner must be met at current level of knowledge (see Stainback, Stainback, & Moravec, 1992).
Organizational Structures	
Collaborative Teaming with Adults	*Shared responsibility in planning, teaching, evaluation of all children. *Models cooperative teaching and decision making expected of learners. *Results in higher teacher/student ratio, allowing for more immediate and individualized instruction for learners who need it. *Co-teachers acquire each other's skills and methodologies (see Thousand & Villa, 1992).

Multi-Age Grouping	*Emphasizes a community of learners as heterogeneous. *Views learning as continuous and dynamic. *Encourages developmentally appropriate instruction depending on each child's biological/ psychological/cognitive developmental timelines. *Minimizes transitions from year to year or from specialist to teacher (see Udvari-Solner & Thousand, 1995).
Curricular Approaches	
Multicultural Education	*Ideological framework which values 1) fostering human rights and respect for differences; 2) acknowledges the value of diversity; 3) promotes an understanding of alternative life choices; 4) establishes social justice and equal opportunity; and 5) facilitates equitable power distribution among individuals and groups (see Grant & Sleeter, 1989). *Advocates redesign to make learning environments responsive to specific cultures and learning styles.
Interdisciplinary (or Thematic)	*Uses methods and language from more than one academic discipline to study a central theme, issue or experience rather than uni-dimensional. *Minimizes fragmentation of learning for students with disabilities by teaching the curriculum in contextual ways (Udvari-Solner & Thousand, 1995).

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Table 3: Instructional Practices and Assessment Approaches Supportive of Equality in Education

Instructional Approaches	
Cooperative Learning	*Enables students to learn/work in environments where their needs are addressed. *Transforms classroom into a microcosm of diverse society similar to the world of work. *Students acquire social skills AND academic skills (see lesson plans adapted for learners with special needs in Thousand, Villa, & Nevin, 1994).
Peer Tutoring/Partner Learning	*Quality of instruction from peers may be more effective than from adults because children use more age-appropriate, meaningful language and may better understand their peer's potential misconceptions (McNeil, 1994). *Students who teach concepts and procedures understand them at a deeper level thus engaging in meta-cognitive activity.
Assessment Strategies	
Outcomes Based Education	*Curriculum and outcomes are defined in broad, balanced areas of knowledge and skills rather than narrowly defined academic subjects (e.g., reasoning, communication, problems solving). *Premised on the belief that all children can learn and that teachers can structure instruction so that children can succeed (see Spady & Marshall, 1991).

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	*Students are expected to demonstrate achievement of outcomes in their own way.
Authentic Assessment	*Closely linked to individualized performance based assessment that has been the preferred mode in special education. *Offers variety of methods to assess multiple views of student productivity. *Assessment activities inform/ influence day-to-day teaching.

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Table 4: ELEMENTS OF RESPONSIBILITY FOR STUDENTS*

POSITIVE STUDENT GOALS	Outcomes are clearly stated and include goals which go beyond the content to focus on students as good citizens and lifelong learners.
ADVOCACY/ PEER BUDDY SYSTEMS	Students are assigned a peer buddy/advocate. When a student is absent, the buddy's responsibility to the absent student is to provide information on class work and homework and to encourage the student to return to class. Grade points are awarded to the caller upon the buddy's return. The peer buddy provides the contact NOT the vice principal (hence the contact is one of peer support rather than punishment).
ASSIGNMENT MENU	Teachers create a menu of options from which students choose the method of demonstrating their knowledge.
WEEKLY PORTFOLIO	Students keep a 3-ring binder/class notebook for lecture notes, homework, tests, and projects; and earn grade points on a weekly basis. Students with special needs are provided with modified standards as needed.
COOPERATIVE PROJECTS	Students are encouraged to work together on projects and to demonstrate concern and respect for others who are different from themselves and to gain an understanding of ethnic diversities.
NEW NOTETAKING SYSTEMS	Students have the option of drawing pictures to represent concepts, to use mind mapping rather than linear outlining systems.
AUTHENTIC ASSESSMENT	Active learning is encouraged by having students demonstrate learning through presentations, group projects, student-generated games and skits, role playing, student video tapes, art projects, music presentations as well as the more traditional term papers, book reports, and written exams.
BONUS POINTS	To stimulate active participation, students earn bonus points toward their final grade by in-class participation in their learning.
COMMUNITY CLASSROOM	Students learn by doing and working in community classrooms by immediately applying classroom learning to real world situations where they earn credit and learn critical workplace skills with local businesses and agencies.

*Designed by J. Jantzen, B. Nagaoka, & S. Wine (1994). Atwater High School World History Class, Merced, CA.

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Table 5: Example of an Assignment Options List

WORLD HISTORY CLASS
WEEK #5

Choose one (1) of the OPTIONS from Section A and one (1) from Section B.
Both Options are due Thursday.

SECTION A:

1. Section 4 Review, p. 341 #1-6 AND Section Review, p. 345 #2-7
2. Reading and Questions--Source 20 "Martin Luther Makes His Stand" ALSO Source 16 "Pope versus Emperor"
3. Worksheet 35--The council of Trent
4. Essay--"Why did so many in Germany become Protestant?"
5. TIMELINE AND DEFINITIONS--Describe the following; place each on a timeline:
   a. questioning of Luther before the Imperial Diet.
   b. posting of the 95 themes.
   c. preaching of Savanarola.
   d. excommunication of Luther.
   e. Peace of Augeburg.
6. The Reformation--read highlight; answer questions.

SECTION B:

1. Current Event on Christians versus Christians conflicts.
2. Historical foundations of your religion.
3. Electronic Encyclopedia on the beginnings of a Protestant religion with paragraph attached.

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Table 6: AN EXAMPLE OF A WEEKLY PORTFOLIO

WORLD HISTORY CLASS

STUDENT'S NAME_____ TEACHER_____

CLASS TIME_____

Weekly Assignments for Week #5

Participation (Daily)			_____/10
Study Notes (Number of Pages___)			_____/10
5 things completed			_____/10
Notebook (Portfolio sheet plus Completed Work)			_____/10
Day	**Daily Activities**	**Homework**	**POINTS EARNED**
Mon	Notes (Reformation)	OPTIONS	_____/20
Tue	Oral Reading (p. 342 Henry VIII)	Made up Quiz	
	Catholic Reformation (p. 344)	pp. 338-343	
	European map of Religions	Map	_____/10
Wed	Highlight--Wars of Religion p. 378		
	Protestant-Catholic Conflicts (Ireland)		
	Colonialism-Christianity to Africa	Quiz	_____/10
Thu	Colonialism and the Spread of Christianity--Missionaries and Forces Film: Africa, the Bible and the Gun	Film Notes	
Fri	Christianity Quiz	Quiz	_____/20
	Extra Credit Points		_____/10
		Week #5: Total	_____/100

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Figure 1: The goals of education

Note: Goals displayed according the **Circle of Courage** curriculum described by Brendtro, Brokenleg, and van Bockern (1990).

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• Dr. Mary Elizabeth McNeil

Dr. Mary Elizabeth McNeil received her doctorate in Systems Development and Adaptation from Boston University and is currently serving as Director of Special Education and Evaluation for the Merced Union High School District in California and is a member of the California LRE Work Group. Her prior experience includes being a professor at the University of Vermont where she designed and coordinated the Responsive Teacher Program, a program that prepared teachers to work in full-inclusion settings. She was co-director of a Title VI G Model Demonstration Center for Exemplary Programs in Special Education, served four years as the President of the Partners of the Americas, Vermont-Honduras, and was President of the Vermont Chapter of the Council for Exceptional Children.

Dr. McNeil was selected as co-editor of Teacher Education and Special Education, the Journal of the Council for Exceptional Children, Teacher Education Division from 1987 to 1991. Her most recent publications and areas of research include partner learning/peer tutoring, collaborative consultation, team teaching, school change and international education issues. Her chapter, Creating Powerful Partnerships through Partner Learning was published recently in Creativity and Collaborative Learning: A Practical Guide to Empowering Students and Teachers. She has presented and consulted throughout the United States, Canada, Central America, Austria, and Czechoslovakia.

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• Dr. Jacqueline S. Thousand

Dr. Thousand received her doctorate in psychology from the University of Vermont (Burlington) and currently is a Research Associate Professor in the College of Education at the University of Vermont. Since 1986, she has coordinated a graduate training program which prepares "Integration Facilitators," advanced educational leadership personnel who work with administrators, teachers, and families to redesign the delivery of special education services so that learners with intensive educational and psychological challenges experience quality educational and social opportunities within their local school general education and community environments.

From 1987 to 1991 Dr. Thousand coedited with Dr. Mary McNeil Teacher Education and Special Education, the journal of the Teacher Education Division of the Council for Exceptional Children. Her most recent publications and areas of research and interest include collaborative consultation and teaming, school-based systems change strategies, cooperative group learning and partner learning, transition planning, attitudinal change strategies, and international educational exchange.

Dr. Thousand recently coedited a book for administrators entitled, Restructuring for Caring and Effective Education: An Administrative Guide to Creating Heterogeneous Schools and a text for practitioners entitled, Creativity and Collaborative Learning: A Practical Guide for Empowering Students and Teachers. She has presented throughout the United States, Canada, Honduras, Czechoslovakia, and China.

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